

**A STUDY ON THE COMPATIBILITY OF SPEAKING MATERIALS IN  
SCAFFOLDING FOR THE EIGHT YEAR OF JUNIOR HIGH SCHOOL  
WITH SCHOOL LEVEL – BASED CURRICULUM**



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**2012**

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**Abstract:** This research paper is mainly intended to find out whether the materials of speaking skill in English textbook used for the eight year student of junior high school *Scaffolding*, develops the skills suggested by the School Level-based Curriculum of SMP N 6 Sragen.

In line with the objectives of the research, the writer used a descriptive research. In collecting the data, she used document as data source. The data were analyzed by these steps: (1) searching materials of the speaking skill in the English textbook, (2) searching indicators of the speaking skill suggested by the School Level-based Curriculum of SMP N 6 Sragen, (3) coding materials of the speaking skill in English textbook, (4) analyzing them, (5) judging whether the data are appropriate with indicators in School Level-based Curriculum or not, and (6) giving percentage from the total number, (7) drawing conclusion and proposing suggestions.

The result of the analysis shows that the percentage of the appropriateness of the materials of speaking skill in the textbook is 68%. It means that the materials of speaking skill in the textbook is compatible with the School Level-based Curriculum of SMP N 6 Sragen in developing skills. However the teacher should supply the textbook with other books to cover indicators of speaking materials that have not been covered by *Scaffolding* in achieving the goal of teaching English. The writer of the *Scaffolding* textbook should revise the textbook and add more texts and activities on speaking materials to increase the quality of the textbook.

**Keywords:** Compatibility, Speaking Materials, School Level-based Curriculum

## **Background of the Study**

Language is an essential for our life. Without language, this world hasn't communication between one people and other people. The world becomes desert and stop. Communication is complex because it contains so many variables. In this global era, we find many kinds of languages. One of kinds is English language. So, language is a tool momentarily to get communication.

Textbooks are best seen as sources in achieving aims and objectives that have already been set in terms of learner's needs (Cunningsworth, 1995: 7). The English textbook that is used for the eight year students of Junior High School is entitled "Scaffolding" written by Joko Priyana, Arnys R Irjayanti, and Virga Renitasari and published by Pusat Perbukuan, Departemen Pendidikan Nasional.

School Level-based Curriculum or *KTSP* is program of the study which is planned, arranged, designed, developed, implemented, and realized by the school itself during the teaching-learning process to achieve good education which reflected in syllabus.

SMP N 6 Sragen as one of schools in Sragen applies and develops School Level-based Curriculum. The developing of the curriculum based on Badan Standar Nasional Pendidikan (BSNP).

## **Method of Collecting Data**

The writer uses the documentation method. It means the method in getting the data about case or available note, transcription, book, magazine and newspaper (Suharsimi, 2010: 274). The document is the *Scaffolding* an English

textbook for the eight year student of Junior High School and a syllabus for the eight year students of Junior High School in the SMP N 6 Sragen according to School Level – based Curriculum. In this research, the writer uses indicators to be compared with the speaking materials of *Scaffolding*.

### **Research Finding and Discussion**

In syllabus there are 25 indicators of the speaking skills suggested by School Level – based Curriculum of SMP N 6 Sragen :

1. Students are able to ask, give, and refuse of service orally.
2. Students are able to ask, give, and refuse of goods orally.
3. Students are able to admit and deny of fact orally.
4. Students are able to give opinions orally.
5. Students are able to invite, accept, and refuse an invitation orally.
6. Students are able to agree and disagree orally.
7. Students are able to praise orally.
8. Students are able to congratulate orally.
9. Students are able to utter of short functional text in the form invitation orally.
10. Students are able to ask and answer of information about short functional text in the form invitation orally.
11. Students are able to ask and answer of information about short text in the form descriptive and recount orally.
12. Students are able to do short monolog in the form descriptive and recount orally.

13. Students are able to ask, give, and refuse of service orally.
14. Students are able to ask, give, and refuse of goods orally.
15. Students are able to ask, give, and deny of information orally.
16. Students are able to ask, give, and refuse opinions orally.
17. Students are able to offer, accept, and refuse of something orally.
18. Students are able to ask and give of agreement orally.
19. Students are able to give respons of statement orally.
20. Students are able to give attention with the speaker orally.
21. Students are able to start, extend, and end conversation orally.
22. Students are able to start, extend, and end conversation in telephone orally.
23. Students are able to utter of short functional text in the form announcement, invitation, short message orally.
24. Students are able to ask and answer of information about short functional text in the form announcement, invitation, and short message orally.
25. Students are able to do short monolog in the form narrative and recount.

The Compatibility Material of Speaking Skill in English Textbook  
“Scaffolding” with Indicators of Speaking Skill in the School Level-based

Curriculum of SMP N 6 Sragen

No	Material of Speaking Skill in English Textbook “Scaffolding”	Indicators in the School Level-based Curriculum of SMP N 6 Sragen	Compatibility	
			Compatible	Not Compatible

1.	Asking, giving, and refusing of service : U1/SCAFF/P06, U1/SCAFF/P08	Students are able to ask, give, and refuse of service orally.	✓	
2.	Asking, giving, and refusing of goods : U7/SCAFF/P127, U7/SCAFF/P131	Students are able to ask, give, and refuse of goods orally.	✓	
3.	Admitting and denying of fact : U5/SCAFF/P83, U5/SCAFF/P85	Students are able to admit and deny of fact orally.	✓	
4.	Giving opinions : U4/SCAFF/P63, U4/SCAFF/P64	Students are able to give opinions orally.	✓	
5.	Inviting, accepting, and declining an invitation : U3/SCAFF/P47, U3/SCAFF/P48	Students are able to invite, accept, and refuse an invitation orally.	✓	
6.	Agreeing and disagreeing : U3/SCAFF/P45, U3/SCAFF/P46,	Students are able to agree and disagree orally.	✓	

	U9/SCAFF/P165, U9/SCAFF/P166			
7.	Praising : U2/SCAFF/P25, U2/SCAFF/P28	Students are able to praise orally.	✓	
8.	Congratulating : U2/SCAFF/P25, U2/SCAFF/P28	Students are able to congratulate orally.	✓	
9.		Students are able to utter of short functional text in the form invitation orally.		✓
10.		Students are able to ask and answer of information about short functional text in the form invitation orally.		✓
11.		Students are able to ask and answer of information about short text in the		✓

		form descriptive and recount orally.		
12.		Students are able to do short monolog in the form descriptive and recount orally.		✓
13.	Asking, giving, and refusing of service : U1/SCAFF/P06, U1/SCAFF/P08	Students are able to ask, give, and refuse of service orally.	✓	
14.	Asking, giving, and refusing of goods : U7/SCAFF/P127, U7/SCAFF/P131	Students are able to ask, give, and refuse of goods orally.	✓	
15.		Students are able to ask, give, and deny of information orally.		✓
16.	Asking, giving, and refusing opinions : U4/SCAFF/P63	Students are able to ask, give, and refuse opinions orally.	✓	



17.	Offering, accepting, and refusing of something : U8/SCAFF/P146, U8/SCAFF/P148	Students are able to offer, accept, and refuse of something orally.	✓	
18.	Asking and giving of agreement : U3/SCAFF/P45, U3/SCAFF/P46, U9/SCAFF/P165, U9/SCAFF/P166	Students are able to ask and give of agreement orally.	✓	
19.	Responding of statement : U9/SCAFF/P167	Students are able to give respons of statement orally.	✓	
20.	Giving attention : U6/SCAFF/P111	Students are able to give attention with the speaker orally.	✓	
21.	Starting, extending, and ending conversation : U6/SCAFF/P108	Students are able to start, extend, and end conversation orally.	✓	
22.	Starting, extending, and	Students are able	✓	

	ending conversation in telephone : U6/SCAFF/P107	to start, extend, and end conversation in telephone orally.		
23.		Students are able to utter of short functional text in the form announcement, invitation, short message orally.		✓
24.		Students are able to ask and answer of information about short functional text in the form announcement, invitation, and short message orally.		✓
25.		Students are able to do short		✓

		monolog in the form narrative and recount.		
	<b>Total</b>		<b>17</b>	<b>8</b>

## CONCLUSION AND SUGGESTION

From the analysis on the textbook *Scaffolding*, the writer finds the total of speaking materials that are compatible in the School Level-based Curriculum namely 17 indicators out of 25 indicators. The result of the study shows that the quality of speaking materials in the textbook is **good**. The percentage result of the speaking materials is 68%. It shows that the materials of speaking skill in the textbook is compatible with the School Level-based Curriculum. However, the data of speaking materials available in the *Scaffolding*, the writer finds that speaking materials in the textbook does not fulfill the twenty five indicators yet.

The English teacher also expected not only to use *Scaffolding* textbook as the teaching materials in the teaching-learning process, but also the other materials or the other textbooks to cover such as :

1. students are able to utter of short functional text in the form invitation orally,
2. students are able to ask and answer of information about short functional text in the form invitation orally,
3. students are able to ask and answer of information about short text in the form descriptive and recount orally,

4. students are able to do short monolog in the form descriptive and recount orally,
5. students are able to ask, give, and deny of information orally,
6. students are able to utter of short functional text in the form announcement, invitation, short message orally,
7. students are able to ask and answer of information about short functional text in the form announcement, invitation, and short message orally,
8. students are able to do short monolog in the form narrative and recount.

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